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## E- ASSESSEMENT

### Article Particulars

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### Abstract

*The assessment is the systematic collection, review and the use of the information about educational programs undertaken for the purpose of improving student learning and development. Assessment is ongoing process aimed at understand and improving student learning and development. All the Formal and Informal assessment can be benefit in the learning process. Using assessment for learning process maintains engagement and encourages achievement. ICT is the mechanism by which assessment can be most effectively embedded in the learning and teaching process for every learner.*

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### Meaning

- E-assessment refers to all technology enabled assessment activities where then the design and student activities (Complete, Present, Submit) must be mediated by technologies. E-assessment are end-to-end electronic assessment Process. ICT is used to the presentation of assessment and the activity

### Definition

- E-assessments are Methods and practices that emphasize the role of information technology relative to measuring students LEARNING.
- The term e-assessment is becoming widely used As a generic term to describe the use of computers within the assessment process

- Type of e-assessment included computerized adaptive testing and computerized classification testing.
- E-assessment can be used to access cognitive and practical abilities
- Use of information technology for any assessment – Related Activity
- “E-assessment must not simply invent new technology which recycle our current ineffective Practices”
- E-assessment refers to role of information technology relative to ‘**Measuring Students**’ learning

### **Objectives**

- Enhancing assessment practice
- Developing strategies to support e-assessment
- Challenges and benefits from e-assessment tools
  - And system
- Way marking institutional practice
- Way marking academic practice
- To know the traditional as well as modern classroom assessment system
- To identify the problems existing in classroom e-assessment

### **Benefits of E-Assessment as Used Today:**

Some of the main benefits as they point the way to where emerging technologies might best for applied:

**Benefit 1: Immediate Feedback:** Where tests are marked by computer, the results are available immediately, and can provide information not only about the overall result, but details of strong and weak areas.

**Benefit 2: Improved Assessment Validity:** Assessment validity is a measure of. Fitness for purpose or authenticity –the extent to which the assessment activity is a fair measure of the actual skill or understanding On-screen assessments can be more valid when they contain rich information (not just text, but sound and video, for example) and allow the candidate to interact with the information and present their information as flexibly as they wish.

**Benefit 3: Increased Flexibility:** Assessments can be provided at a greater range of locations and times.

**Benefit 4: More Efficient and Environmental Friendly Administration:** E-assessment, and the associated e-administration of candidates, reduces the administration burden on centres

**Benefit 5: Candidates generally Like it:** Findings are overwhelmingly that where e-assessment is implemented well (with due account taken of personal preferences and the access requirements of those with physical or learning disabilities). The student response is positive.

### **The Key Benefits of E-Assessment as used today**

It's worth reviewing some of the main benefits, as they point the way to where emerging technologies might best be applied:

- Immediate feedback
- Improved assessment validity
- Increased flexibility
- More efficient and environmentally friendly administration E-
- Candidates generally like it.

### **Benefits of the E-tests**

- It helps in register the learners in a few minutes.
- It assesses learners when they are ready, any –time of day or night
- It provides the results instantly after completion and analyse within minutes,
- It provides enjoy more time to teach

### **Computer-Based Assessment**

Computer based assessment offers an alternative to local assessment and external moderation, Learner a work on assignment as usual, but their files are accessed via computer rather than a local Assessor marking prints outs and sending them to on OCR examiner moderator.

### **Benefits of the Computer-Based Assessment**

- Completely automated marking a with no local assessment needed.
- It provides results and feedback on performance within minutes.
- It is a virtually paperless process and no postage required for this
- It is completely free, so there is no extra cost.

### **E-Portfolio**

E-portfolio is a storage area, where learners upload and submit their work and assessment based personnel view and mark work. Unlike traditional paper based methods, e-portfolios provide much richer and varied ways of recording and presenting evidence. Learner can submit arrange of file formats including word processed documents, spreadsheets, images, videos and sound files.

### **Benefits of the E-portfolios**

- It saves the time.
- It saves money.

- It create media rich portfolio with images, round and videos.
- A safe place for learners to collect, save and reflected or their work.
- It is portable.
- E-portfolio is accessible.
- It saves on postage costs for remote moderated portfolios.

### Disadvantages of E-Assessment

E-assessment systems are expensive to establish and not suitable for every type of assessment. The main expense is not technical it is the cost of producing high quality assessment items- although that cost is identical when using paper- based assessment.

### Authenticity

The concept of authenticity is related to the degree of similarity between the competences being assessed and the ones required in real/professional life. In this dimension are included four reference criteria contributing to the degree of assessment authenticity:

- **Similarity** – refers to the way in which the assessment strategy is related to the real life context (physical and social). Meaning that assessment should reflect the competences needed in real/ professional life. The physical context refers to the type and number of available digital resources, while the social context is supposed to be aligned with the equivalent social processes in a real/ professional situation.
- **Complexity**- refer to the nature of the e-assessment tasks, more specifically, to the cognitive challenges that are imposed by its resolution/development, similar to real /professional, daily life challenges often ill- structured and with a variety of possible solutions.
- **Adequacy** – is connected with the need to provide adequate performing conditions (time, digital resources, etc.) for the e- assessment tasks, in accordance with their complexity. This often implies the removal of unrealistic restrains imposed by formal educational contexts the participants, responses should explain understandings and conclusions: they should be clear, coherent and provide richness in details, qualifications and argument
- **Significance**– includes the signification value of the e- assessment task for students, instructors and employers McDowell (1995) considers that the connection between the e-assessment tasks and the learning needs should be clear and perceived by the students/learners.

### Consistency

The consistency dimension emerges as an answer to the traditional demands for validity reliability, associated with psychometric indicators, it takes into account that

the assessment competences requires the implication of a variety of assessment methods. This dimension is comprised by four criteria

- **Instruction – assessment alignment** – refers to the need to provide e-assessment scenarios are representative of the learning situations experienced by the students warranting in this way Agreement between the work developed during the instruction and assessment tasks being Used.
- **Multiplicity of indicators**-this criterion is related to the need of employing a variety of a Assessment methods, contexts, moments, and assessors this way, the usage of self assessment Peer- assessment, besides instructor lead assessment, as well as adversity of methods and tasks Should be supported in a variety of moment during the learning process. This approach Contributes to the competence assessment program equity by allowing for diverse means of participation.
- **Relevant criteria** –considers the relevance of the assessment criteria being used for the competences that are being assessed (individual or collaborative)
- **Competences - assessment alignment**- is related to the need of assuring the coherency between the competences that are intended to be developed and the assessment design being used.

### Transparency

The transparency dimension intends to make the entire competence assessment program visible and comprehensible for all participants. For this reason, it is important that the students/learners are able to understand the fairness of their assessment, as precisely as their instructors, requiring them to have a complete knowledge of all assessment criteria and their relative weights.

- **Democratization**- refers to the availability and possible participation in the definition of the assessment criteria Moreover, the students/learners should know. From the onset, what the assessment goals are and who their assessors are going to be. This way, they know immediately what is expected from them, and can adjust their learning processes.
- **Engagement** – is related to the availability and possible participation in the definition of the learning goals and performance criteria it allows students/learners to participate in the definition of their learning environment, further contributing to their active participation, commitment and responsibility
- **Visibility**- refers to the possibility of presenting/sharing the learning processes and/ or products with others (peers, assessors, instructors. Community, etc.
- **Impact**- is related to the effects that the e- assessment strategies have in the learning process and in the design of the educational program. According to bring (2008) the assessment design must have a positive impact in the learning process.

### Practicability

The practicability dimension is related with the feasibility of the assessment strategy. This dimension is particularly important when designing a competence assessment program given the complexity of its design. It implies an effective management in terms of time and cost/efficiency balance for both assessors and \ Organizations (Brown, 2004). Furthermore, it should assure that the student/learners consider the assessment tasks as being doable, relevant and contributing to their learning. It is composed of three criteria:

- **Costs**- referring to the time cost (for both assessors and students/learners), as well as the digital resources or additional investments, particularly training, that may be necessary to implement the assessment design.
- **Efficiency** – goes beyond costs, to consider the relationship costs/effects of the e-assessment design the institutions, instructors and learners. Particularly considering the expected results. It should for example, be translated into the choice of certain technological tools aimed at promoting a more efficient assessment.
- **Sustainability** – is related to the need of assuring that it is possible to successfully implement and sustain the proposed assessment design, taking into account the learner profiles (level of education, previous training, familiarity with the assessment tools, prior knowledge, competences, etc) and the contextual Constraints, both for the organizations and for the assessors.

### Strengths of E-Assessment

E-Assessment can be used to test basic knowledge, or more complex and sophisticated concepts, depending on the level the student has reached, the subject and the intended learning outcomes.

#### E-Assessment has Many Strengths, these include

- The potential to enable student to self assess (privately and on multiple occasions)
- To help students identify where their knowledge is strong or weak and seek help where necessary to improve their knowledge/performance
- The facility for students to be assessed in different geographical locations and at different
- The ability for staff to provide students with timely and effective feedback on, then work

### Advantages

- Lower long-term costs
- Instant feedback to students
- Greater flexibility with respect to location and timing
- Improved reliability (machine marking is much more reliable than human marking)

- Improved impartiality (machine making does not “know” the students so does not favour for make allowances for minor errors)
- Greater storage efficiency-tens of thousands of answer scripts can be stored on a server compared to the physical space required for a paper scripts
- Enhanced question styles which incorporate interactivity and multimedia

### **Conclusion**

This paper includes that E-assessment has advantages over traditional i.e. paper based assessment. E-assessment has greater storage efficiency, instant feedback to the students, greater flexibility with respect to location and timing, much reliability and no partiality. Thus E- assessment helps in the assessment of student by proper use of information technology. Its various types such as computer assisted assessment, e-test, computer based assessment, e-portfolio and e-online helps in proper assessment of the learner.

### **References**

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